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ABSTRACT

A media usage study investigated the current status of media utilization by classroom teachers in American secondary schools. A randomly selected group of 1,128 full-time secondary teachers was drawn from 150 schools in 38 states and in American Overseas Schools. Data were collected for seven categories: (1) current teaching assignment; (2) source of media knowledge; (3) type of school; (4) frequency of media usage; (5) years of experience; (6) effectiveness of teaching with media; (7) value of media. Results show that secondary teachers value media usage, although teaching assignments reflect a slight difference among teachers in frequency of media usage. Media acquisition in the university teacher education classroom is desired, and although some teachers have experience with media inservice, school system inservice programs are not providing for media needs of teachers. High schools with traditional grade levels of 9 to 12 and 10 to 12 use media more frequently in their classrooms, and teachers who use media daily agree that their teaching effectiveness is improved with media usage. (Author/LMM)

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UTILIZATION OF MEDIA IN TEACHING BY SECONDARY CLASSROOM TEACHERS

Paper for presentation to the
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Utilization of Media in Teaching
By
Secondary Classroom Teachers

A media usage study was undertaken in American Secondary Schools to determine the current status of media utilization by classroom teachers. The population included teachers in secondary schools whose principals were on the current membership list of the National Association of Secondary School Principals. Through use of a specially constructed Educational Media Questionnaire 10 percent of the teachers from each school in the sample were surveyed. A randomly selected group of 1128 full-time secondary classroom teachers was drawn from the respondents of 150 schools in 38 states and in American Overseas Schools.

Data were collected about each respondent in the following categories:

1. Current teaching assignment
2. Means by which media knowledge was acquired
3. Type of School
4. Frequency of media usage
5. Years of experience
6. Effectiveness of teaching with media
7. Value of media

From these variables, cross tabulations were performed to determine interactive relationships in percentages or totals. Findings revealed that secondary teachers generally employ media in their teaching program. Table 1 indicates the numbers of respondents currently teaching in selected subject areas.

The cross tabulation percentages between Current Teaching Assignment and Frequency of Media Usage, as shown in Table 2, reveal that only 13%

TABLE 1

Number of Sample Teachers By

Teaching Subject Area

	TOTAL
MATHEMATICS	129
ENGLISH	184
FOREIGN LANGUAGES	56
SOCIAL STUDIES	166
SCIENCE	119
MUSIC	34
ART	36
SPEECH	11
BUSINESS	103
INDUSTRIAL ARTS	44
HOME ECONOMICS	62
VOCATIONAL AGRICULTURE	9
HEALTH AND SAFETY	15
PHYSICAL EDUCATION	49
JOURNALISM	5
OTHERS	106
OVERALL TOTAL	1128

Table 2

Percentage of Teachers By Current

Teaching Assignment and

Frequency of Media Usage

	Not At All	One-Three Times A Day	More Than Three Times A Day
MATHEMATICS	27	51	22
ENGLISH	17	71	12
FOREIGN LANGUAGE	8	69	23
SOCIAL STUDIES	8	77	15
SCIENCE	4	72	24
MUSIC	8	71	21
ART	9	87	7
SPEECH	20	80	0
BUSINESS	15	76	9
INDUSTRIAL ARTS	23	69	8
HOME ECONOMICS	4	92	4
VOCATIONAL AGRICULTURE	0	88	12
HEALTH AND SAFETY	7	62	31
PHYSICAL EDUCATION	43	52	5
JOURNALISM	40	60	0
OTHER	8	72	20
% OF TOTAL GROUP	15	72	13

of teachers use media more than three times each day. Fifteen percent do not use media at all while 72% are in the one-to-three times daily category. Home Economics, Vocational Agriculture, and Art teachers use media more frequently and in greater numbers than do other teachers.

Relative to media knowledge acquisition, the following three questions were answered by respondents and then analyzed according to current teaching assignment:

1. Should school system inservice programs be responsible for media instruction?
2. Have you participated in an inservice program or workshop with emphasis on instructional media?
3. Do you think secondary teachers should have a media course in the required coursework of a teacher education program?

In response to the question: "Should school system inservice programs be responsible for media instruction?" large numbers as shown in Table 3 were recorded in the "Very Important" category by Social Studies (62) and English (62) teachers. One hundred ten English teachers of the total of 155 felt that it was important while 103 of 139 Social Studies teachers fell in the same categories of importance. A Percentage analysis indicated that 73% of all teachers responding felt that it was important for school systems to provide media inservice for their teachers.

To the second question (Table 4): "Have you participated in an inservice program or workshop with emphasis on instructional media?" a slight majority of teachers (52%) answered "No." Only Social Studies teachers recorded a definite "Yes" with 97 of 167 reporting "Yes."

The third question asked (Table 5) was: "Do you think secondary teachers should have a media course in the required coursework of a teacher education program?" Answers ranged from 63% up in the "Yes" category.

TABLE 3

The Importance For The School System to Provide
Media In-Service After Employment and
Current Teaching Assignment

	Very Important	Moderately Important	Of Little Importance
MATHEMATICS	41	47	27
ENGLISH	62	48	45
FOREIGN LANGUAGES	23	15	11
SOCIAL STUDIES	62	41	36
SCIENCE	45	25	31
MUSIC	10	10	12
ART	13	10	11
SPEECH	7	1	1
BUSINESS	35	28	28
INDUSTRIAL ARTS	19	10	10
HOME ECONOMICS	16	20	19
VOCATIONAL AGRICULTURE	2	2	3
HEALTH AND SAFETY	6	3	4
PHYSICAL EDUCATION	16	17	8
JOURNALISM	4	1	0
OTHERS	38	26	23

TABLE 4

Teacher Cross Tabulations Between Participation in a Media In-Service Workshop and Current Teaching Assignment

	YES	NO
MATHEMATICS	51	78
ENGLISH	86	97
FOREIGN LANGUATES	27	27
SOCIAL STUDIES	97	70
SCIENCE	61	61
MUSIC	12	22
ART	13	25
SPEECH	4	7
BUSINESS	53	51
INDUSTRIAL ARTS	25	19
HOME ECONOMICS	28	35
VOCATIONAL AGRICULTURE	2	6
HEALTH AND SAFETY	11	4
PHYSICAL EDUCATION	16	32
JOURNALISM	3	2
OTHERS	55	51

Table 5

Percentages Showing Teachers Who
Recommended Media Courses in Teacher Education

MATHEMATICS	76	BUSINESS	94
ENGLISH	76	INDUSTRIAL ARTS	86
FOREIGN LANGUAGES	80	HOME ECONOMICS	92
SOCIAL STUDIES	83	VOCATIONAL AGRICULTURE	88
SCIENCE	80	HEALTH AND SAFETY	100
MUSIC	63	PHYSICAL EDUCATION	94
ART	80	JOURNALISM	100
SPEECH	100	OTHERS	88

One hundred percent of Journalism, Health and Safety, and Speech teachers responded "Yes" while only 63% of Music teachers did so. Other high percentage teaching areas were Business (94%), Physical Education (94%), and Home Economics (92%).

As shown in Table 6, teachers reported that they value media usage in their teaching. Over 96% of teachers felt satisfaction with media usage. There appears to be a relationship between frequency of usage and satisfactory value of media.

Analysis of the data related to a cross tabulation of type of school and frequency of media usage revealed that most teachers placed themselves in the 1-3 times daily category. As shown in Table 7, seven hundred eleven teachers (71%) stated that they used media 1-3 times daily in their classroom teaching. Fourteen percent used media more than three times daily. Teachers in high schools with grades 9-12 or 10-12 indicated the strongest tendency toward more frequent use of media in teaching.

Table 8 emphasizes the relationship between frequency of media usage and effectiveness of teaching because of media usage. While 72 teachers (8%) stated no change in their teaching effectiveness because of media usage, the remainder showed almost complete agreement that their teaching was more effective because of media usage.

Conclusions are:

1. Secondary teachers value media usage.
2. Teaching assignments reflect a slight difference of teachers toward frequency of media usage.
3. Media acquisition in the university teacher education classroom is desired by secondary classroom teachers.
4. Most secondary teachers are satisfied with the value of media in classroom teaching.

Table 6

Number of Teachers By Frequency of Use of Media
and
Perceived Value in Teaching

	Satisfactory Value	Unsatisfactory Value
Once-A-Day	441	20
Two Times A Day	130	5
Three Times A Day	115	1
Four Times A Day	49	0
Five Times A Day	49	2
More Than Five Times A Day	40	1

Table 7

Frequency of Media Usage and
Type of School to Which Teachers are Currently Assigned

Type of School	Frequency		
	Not at All	One-Three Times a Day	More Than Three Times a Day
K-12	16	77	6
1-12	6	10	3
7-12	19	59	17
9-12	67	342	66
10-12	30	183	39
Other	5	40	10

Table 8

Frequency of Media Usage and
Teaching Efficiency

Efficiency	Frequency	
	One-Three Times a Day	More than Three Times a Day
More Effective	637	133
Less Effective	5	0
No Change	65	7

5. Although some teachers have experienced media inservice, school system in-service programs are not providing for media needs of teachers.
6. High schools with traditional grade levels of 9-12 and 10-12 are using media more frequently in their classrooms.
7. Teachers who use media daily agree that their teaching effectiveness is improved with media usage.